

2006-2007 PORTFOLIO TRAINING QUESTIONS & ANSWERS

1. *Q: If our IEPs were completed in May 2006 for this upcoming school year, will we have to complete the new 2006-2007 TCAP-Alt Participation Guidelines for each child when school reopens in August 2006 or can we use the old forms for this year?*
A: You do not have to redo your TCAP-Alt Participation Guidelines on the new form for IEP's completed last spring. However, as you conduct new IEP Meetings this year you must use the new form.
2. *Q: Do we select one additional writing alternate performance indicator for the Grade 5 and Grade 8 writing assessment?*
A: No, you still have 3 APIs, one under reading, one under writing, and one under elements of language.
3. *Q: What is time frame for the 15 data collections? One time per week?*
A: There is not a set number of collection occurrences that must occur each week. However, if you are on a block schedule, you can do 1 per week and get them all in before Christmas. If you are not on a block schedule, data collections may be a little more spread out.
4. *Q: Is the cafeteria and clinic considered inclusion setting?*
A: The cafeteria may be an inclusive setting if the activity completed there relates to the content area being assessed and there are peers present. It would not be appropriate to have a student complete an activity in the cafeteria when it is not related to the content area assessed just to have an additional setting. If it is clear that this is the case, it will not be counted as inclusive.
5. *Q: Does each student have to be scored only 1 time in Science, Math and Reading in high school 9-12?*
A: Yes, every student in grade 9-12 must be assessed one time in Reading/Language Arts (including Writing), Math, and Science.
6. *Q: Gateway English II is required during the 10th grade and the Writing Assessment is given during the 11th grade. Therefore, a portfolio has been completed during the 10th grade year and during the 11th grade year. However, the training presentation indicated that the TCAP-Alt portfolio for Reading/ Language Arts and Writing would be conducted during the 11th grade. Does this mean that a TCAP-Alt portfolio is not specifically required for the 10th grade?*
A: Last year we revised these suggested timelines due to the fact that we were assessing Reading/Language Arts twice. Our new suggested timelines say that in 9th grade you assess in either math or science and which ever one is not assessed in 9th grade should be assessed in 10th grade. Reading/Language Arts (including Writing) is assessed in 11th grade.
7. *Q. Last year we were able to address science and social studies performance indicators as units, rather than spreading all over the entire data collection period. For example, we do not teach earth science and life science at the same time. We*

may do our unit on planets and then move on to cells later. Does this apply for the 2006-2007 portfolio data collection?

A: Yes, you can do this. You need to make sure you get in the required number of data collection occurrences for the specific skill being assessed.

8. *Q. Last year we did 10 data points before Christmas and 10 after - Are we to do 15 points from now until March 1st?*

A. 15 data points total over the school year

9. *Q. Does it count against us if our points don't start until Oct? We had to figure it out on our own that we were really supposed to start Sept. 1st. (We have worksheets that we can go back to, but they weren't done for data.)*

A. It will not count against you if there are reasons you got off to a late start. We always want to be sure there is adequate time for teachers to receive the training or updates needed for assessing students with the TCAP-Alternate Assessment.

10. *Q. Is there a direction somewhere as to when to use each data graph sheet?*

A. No, there is not. You are not required to use each of the data sheets...they are different so you can use whichever sheet best graphs the activities specific to assessing your student's API.

11. *Q. Can my student do a writing assignment for science that I would be able to take data points on spacing of words? In other words, use one thing for more than one API.*

A. You should keep you activities as connected and clear to the API you are assessing as possible. That is not to say that IF a writing assignment is appropriate for the API being assessed in Science, it could also be used for a Reading Content Area API. You do need to keep the data (graphs) for both separate, as they are assessing 2 totally different Content Areas and APIs. Additionally, you will complete different evidence sheets. Be sure not to collapse all of your evidence for 2 different Content Areas and 2 different APIs into one data graph and one evidence sheet. Remember, always make sure your data is clear and evident for what you are assessing, how you are assessing it, and the progress the student is making.

12. *Q. There is a lack of space on the evidence sheet to write in the alternate performance indicator. Is it allowable to write the number and letter and not the description? For example: If the #4 Alternate Performance Indicator (API) is – "Discriminate likenesses and differences in simple objects and pictured objects". Could the teacher write the number only? Does s/he have to write out the API?*

A. The purpose of the Evidence Sheet is documentation of the Content Area and Content Area Standard being assessed. The activities described by the teacher on the Evidence sheet are activities that (over time) can be charted (on the data sheets) to show the student's progress. Each activity should be appropriate for the Alternate Learning Expectation, and each Performance Indicator should be measurable.

In the following example, I have chosen Mathematics as the Content Area and Algebra as the Content Area Standard assessed for a student who is in the 8th grade, and the related areas of the Evidence Sheet would be completed as follows:

Content Area Assessed (Circle One): *Reading/Language Arts* **Math**
Science *Social Studies*

Content Area Standard Assessed: *Algebra*

Alternate Learning Expectation: *A.1*

Alternate Performance Indicator: *A.1.3*

In this case (for standards in the grade cluster 6-8 column) you have reported the following:

1. The **Content Area** assessed is **Mathematics**
2. The **Mathematics Area Content Standard** assessed is **Algebra**
3. The **Alternate Learning Expectation** assessed is **A.1**
-- Note: The scorer will refer to the **State Alternate Content Standards and Performance Indicators** document for the description of **A.1** – The student will sort and classify objects by size, number, and other properties.
4. The **Alternate Performance Indicator** you are assessing is of **A.1.3**
-- Note: The scorer will refer to the **State Alternate Standards and Performance Indicators** document for the description of **A.1.3** – Identify how objects or numbers have been sorted by two to three attributes

There is ample room to describe the Activity chosen for each Alternate Learning Expectation assessed. The scorers will base their scoring on the Alternate Performance Indicator being measured (i.e., A.1.3). **It is very important to assess the student with activities that are linked or related to the Alternate Learning Expectation chosen.**